



Northern Lights School

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School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213). This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Goal One: Student achievement in literacy and numeracy learning will improve through inclusive teaching practices that reflect and celebrate diverse cultures and identities.

Outcome One: Students will improve their writing skills through targeted and differentiated instructional strategies.

Outcome Two: Students will improve their understanding and application of number concepts through targeted and differentiated instructional strategies.

Celebrations

- Students achieving excellent achievement (report card indicator 4) of grade level expectations in writing increased by four-percentage points from January 2025 to June 2025.
- Small group systematic instruction in writing and math to meet students' personal next steps in learning increased by 30-percentage points based on pre- and post-teacher perception surveys.
- Numeracy: Grades One, Two and Three pre-screener and post-screener indicate a five-percentage point decrease of students in the at-risk category.

Areas for Growth

- Meeting the diverse learning needs of each student by providing inclusive, personalized instruction and assessments in writing and numeracy, rooted in current evidence and research
- Improving student conceptual understanding of number to support numeracy development, as 17% of our students are still at risk as indicated by the Provincial Numeracy Screeners and 20% of our students are achieving a basic level of understanding as indicated on our June 2025 report cards

Next Steps

- Strengthen differentiated instruction based on each student's personal next steps, as identified through formative assessment practices
- Continue to co-create, share and use exemplars, non-examples, rubrics, and success criteria with students and provide responsive and actionable feedback for next steps
- Engage in calibration conversations using the CBE's Math and ELAL rubrics to monitor growth and measure student achievement.

Goal Two: Students' feelings of being safe, welcomed and cared for at school will improve.

Outcome One: Students will build respectful and trusting relationships to improve their sense of belonging within the school community (peer-to-peer, staff-to-student, student-to-community).

Outcome Two: Students will learn and utilize personal self-regulation strategies to support their well-being.

Celebrations

- The number of students who report they talk to their caregivers, friends, classmates, and teachers about how they feel improved by 10-percentage points on the CBE Student Survey from 2023-2024 to 2024-2025 school year.
- Students who reported the school addresses racism and discrimination when it occurs increased by one-percentage point on the CBE Student Survey from the previous school year results.
- The number of students who see their culture reflected at Northern Lights School increased by 12-percentage points on the CBE Student Survey from the previous school year results.
- Students who feel they can stay calm at school, even when things do not go their way, increased by seven-percentage points on the OurSCHOOL Survey from 2024 to 2025.

Areas for Growth

- Increasing the sense of belonging for each student in our diverse learning community within Northern Lights School to create a more welcoming, safe and caring school environment for all. This area for growth is based on the Alberta Education Assurance Measures Surveys from 2024 and 2025 (given to the grade four population) which showed:
 - a 13-percentage point decrease in students reporting they feel safe at school
 - a 15-percentage point decrease in students reporting they feel welcomed at school
 - Nine-percentage point decrease in students reporting other students treat them well.
- Ensuring the intentional teaching of self-regulation strategies to support the well-being of our students. This is based on the one percentage point increase in students reporting they can control their temper at school on the OurSCHOOL Survey

Next Steps

- Design calming areas / toolkits in each classroom to provide student opportunities for self-regulation within the classroom environment
- Involve students in identifying their personal actions and setting personal goals during the problem-solving process
- Strengthen students' understanding of the Cycle of Dysregulation and effective strategies that work for them during learning and outside at recess

Our Data Story:

The 2024-25 School Development Plan at Northern Lights School had broad goals to improve literacy and numeracy as well as supporting students' feelings of being safe, welcomed and cared for at school. Specific outcomes were guided by data indicating students required targeted and differentiated instructional strategies to improve writing skills and the understanding and application of number concepts. To address the priority areas, Professional Learning centered on implementing strategies identified in CBE's Literacy and Mathematics Frameworks, unpacking the Writing Rope by J. Sedita and engaging in CBE's Diversity and Inclusion Learning series. Additionally, student perception data noted that building respectful and trusting relationships with the school community and developing self-regulation was a priority area to focus on. Research shows that students who feel connected to their schools are also more apt to have better academic achievement (Joint Consortium for School-Heath-Positive Mental Health Toolkit, 2016). The skills required to improve regulation contribute to positive social interactions and help establish construction patterns of behaviour (Ponitz et al., 2009). The sense of belonging and regulation skills are central to student learning and lifelong success.

Teachers collaborated in Professional Learning Communities and grade team planning time to develop common assessments practices and calibrate to analyze student work based on assessment criteria in writing and number concepts; resulting in differentiated flexible grouping instruction tailored to meet students' learning needs. Teacher perception data from pre- and post-surveys showed an increase in their regular implementation of small group instructional lessons targeting students' next steps, from 50% to 80%. Additionally, students were explicitly taught to identify their emotions and develop strategies to help self-regulate to form stronger connections with others in the school community to support building a stronger sense of belonging.

<i>Provincial Universal Screeners Results</i>		
Numeracy: Grades 1-3	% of Students At-Risk on the 2024-2025 Pre-Test	% of Students At-Risk on the 2024-2025 Post-Test
	22%	17%

By the end of the year, measurable growth in understanding and application of number concepts was evident within the following areas:

- Provincial Universal Numeracy Screener for Grades One to Grade 3 indicated there were less students identified "at risk" from pre and post screener results (5 percentage point increase).

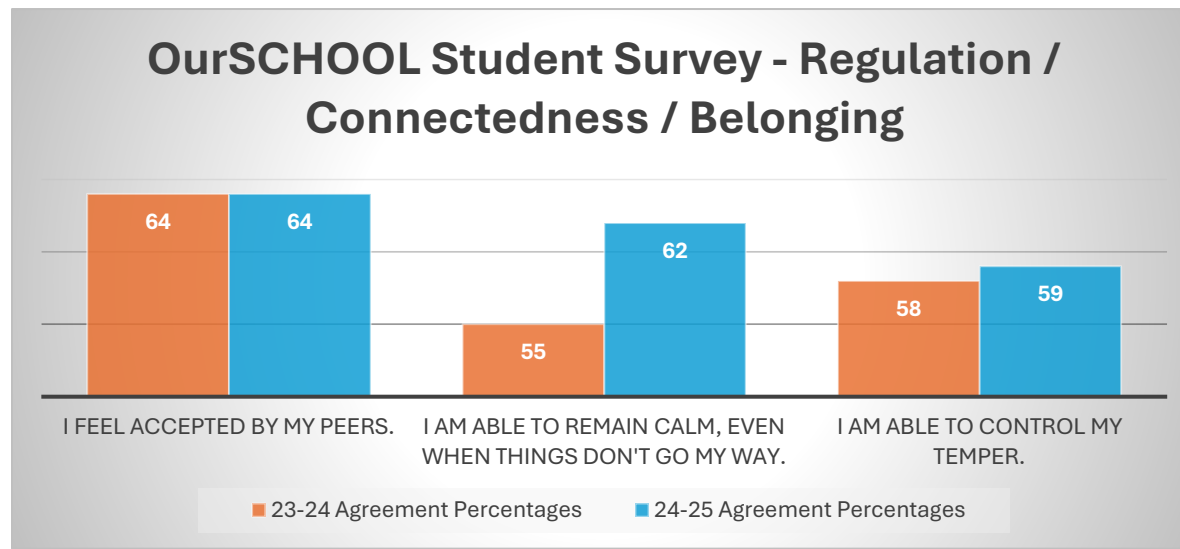
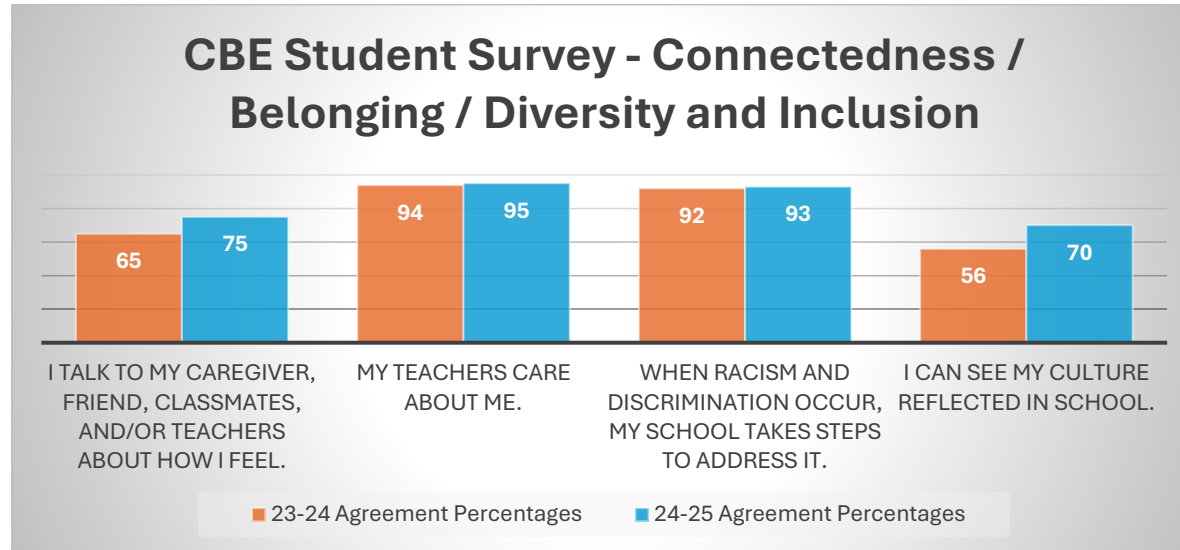
Report Card Data for the Percentage of Students Demonstrating Excellent Achievement of Grade Level Expectations		
Understands and applies concepts related to number and patterns (algebra).	January 2025 - Indicator 4	June 2025 - Indicator 4
Grade One	38%	52%
Grade Two	33%	38%
Grade Three	18%	23%
Grade Four	12%	16%
Grade Five	18%	26%
Understands and applies concepts related to number and patterns (algebra).	January 2025 - Indicator 2	June 2025 - Indicator 2
Whole School	22%	20%
Writes to express information and ideas.	January 2025 - Indicator 4	June 2025 - Indicator 4
Grade One	19%	26%
Grade Two	13%	14%
Grade Three	7%	8%
Grade Four	4%	8%
Grade Five	5%	9%

By the end of the year, measurable growth in understanding and application of number concepts was evident within the following areas:

- Numeracy report card data for 'Understands and applies concepts related to number and patterns' indicates growth in the percentage of Grade One students achieving a proficiency indicator of 4 (14 percentage point increase), as well as Grade Five students achieving a proficiency indicator 4 (Eight percentage point increase).
- English Language Arts and Literature report card data for 'Writes to explore information and ideas' highlights an increase in the percentage of Grade One students achieving a proficiency indicator 4 (Seven percentage point increase), as well as Grades Four and Five students achieving a proficiency indicator 4 (Four percentage point increase).

An effective strategy to improve student achievement and well-being is to focus on improving relationships within the school community. Research in school connectedness suggests that investing in healthy relationships in schools leads to improved learning (Relationship Matter, 2021). Survey results from 2023–2024 to 2024–2025 show meaningful growth in students' sense of connection to caregivers, friends, classmates and or teachers about how they feel, indicating a 10-percentage point increase. More students are talking about their feelings, and they continue to feel strongly supported by their teachers. Significant improvement in seeing their culture reflected in school suggests that inclusion efforts are having a real impact. Students also report better ability to stay calm and manage their temper, though these remain areas where continued support is needed. Peer acceptance remained the same, indicating an ongoing opportunity to strengthen belonging. Overall, the data tells a story of a school community becoming more open, inclusive, and emotionally supported, with clear next steps for nurturing peer relationships and self-regulation skills.

Additional information can be found within the perception data from the CBE Student Survey and OurSCHOOL Survey data graphs below:



With a smaller population survey, Grade 4 students completed the Alberta Education Assurance Measures Results Report. Perception data noted reductions in data related to safe, caring, and welcoming school environments from 2024 to 2025 surveys: students reporting they feel safe at school decreased from 90% to 77%; students reporting they felt welcomed at school decreased from 85% to 70%; students who felt other students treat them well declined from 71% to 62%; and students reporting that students at Northern Lights School care about each other declined from 67% to 62%.

Insights and Next Steps

Teachers embarked on a shared journey to strengthen their numeracy and writing instruction, and the results were both meaningful and measurable. While continued progress is evident in the areas of number concepts and writing skills, students showed notable progress was evident in the number of students demonstrating excellent achievement of grade level expectations. Whole school report card data indicates an eight-percentage point increase in number concepts and a three-percentage point increase in writing skills from January to June 2025. The data is supportive as more students earned the report card indicator of four in all grades. Within our population of English as an Additional Language Learners, there was a nine-percentage point decrease in the number of Grade One students and a seven-percentage point decrease in the number of Grade Four students working at Language Proficiency Level One or Two from January to June 2025 within writing, indicating more students are now accessing grade level learning outcomes. Additionally, an area of need that still exists is to further assist teachers in implementing high impact strategies based on fair and equitable assessment practices.

Within our well-being goal, although there was growth in the number of students utilizing self-regulation strategies, 59% of students, a minimal improvement from the previous year indicated they can control their temper and although an increase from the previous year, only 62% can remain calm when things don't go their way. This highlights the ongoing need to prioritize self-regulation strategies during instructional time and during recess time. At the same time, untapped opportunities remain to strengthen the number of students who feel accepted by their peers, as only 64% of students indicated agreement in this area.

Looking ahead, Northern Lights School will continue their commitment towards inclusive teaching practices to develop learning excellence and support students' wellbeing, sense of belonging and regulation skills. Teachers will focus on identifying students' next steps and implementing high impact differentiated strategies based on fair and equitable assessment practices to build each student's writing skills and understanding of number concepts. In supporting students to continue building respectful and trusting relationships with others and intentionally teaching personalized regulation strategies we will be able to strengthen students' feelings of being safe, welcomed and cared for at Northern Lights School. By sustaining this dual focus, Northern Lights School is building a pathway where every student can self-regulate, connect and grow as confident, capable mathematicians and authors. The vehicle will be through responsive and actionable feedback provided to students within their personalized 'just right' next steps in writing, application of number concepts, self-regulation strategies - leading towards all students feeling a sense of belonging.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025



Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Northern Lights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.9	84.2	86.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.3	81.3	84.8	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.8	89.8	93.9	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.5	87.0	90.7	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	70.3	78.8	84.3	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	71.3	74.3	82.6	80.0	79.5	79.1	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.